



School Development Plan Summary 2023-2024

We celebrate ...

Following a positive Estyn Inspection, we had the confirmation that our self-evaluation processes were accurate and as a result we were working on the right priorities. We are working hard to enable all pupils including those from disadvantaged backgrounds to make rapid progress in our school. Our curriculum wants to raise aspirations!

We know our curriculum promotes a broad range of knowledge, skills and experiences and this also supports pupils wellbeing.

We celebrate our hard working staff who are ambitious for the pupils. As a result staff welcome high quality training so they can continue to have high expectations of themselves as well as the pupils.

Estyn recognised the vital role we play as part of our community and asked us to write a case study on our role as a school of sanctuary. Our parents tell us that we are doing a good job in providing excellent Catholic education to the children in St Joseph's.

We are pleased with the specialist provision we have established in providing for our pupils with more complex needs.

An overview of the conclusions or findings of the school's self-evaluation

Estyn stated:

St Joseph's Cathedral Primary School is a safe, nurturing and vibrant place for pupils, staff and visitors to be. Pupils love coming to school and are proud to be a part of such an inclusive and supportive learning community. The headteacher and team of teachers and support staff take exceptional care of their pupils and want the best for all of them. As a school that welcomes refugees and people seeking asylum, all pupils and their families can be sure of a warm welcome, whatever their family background, religion or home language and whether they have lived locally for many years or are new to the area.

Pupils know that adults in the school expect them to behave well and work hard. They also understand why education is important and do their very best to succeed. Teachers and support staff are always there to help when needed, but they encourage pupils to develop independence and try to solve problems for themselves wherever possible. They offer pupils an impressive, often practical range of experiences in school and in the local area, all of which help to keep pupils interested and make learning exciting. Most are making very good progress and are achieving well.

The headteacher provides strong, purposeful leadership. She values the opinions of staff, pupils, parents and governors and makes sure everyone understands their roles and responsibilities. The current leadership team is relatively new, but members already work well together, trust one another and provide good support for colleagues. Leaders know the school well overall and have identified important areas of the school's work that they want to improve.

We know this is a strong starting point for our continued journey of excellence and we want to ensure this drives our excellent provision for meeting the needs of all our children driven from our school mission to:

"Follow Jesus as we live and learn together."

What we need to work on this year ...

We need to improve our range of writing of different genres. We know that good writing is dependent on children being able to speak well so we will also be targeting our Oracy

We want children to be excited by their learning. We know that children enjoy working outdoors so we will look for more opportunities to take learning outside

We will ensure our provision meets the needs of all pupils – ALN pupils and those who are more talented and able

As a staff we will review and reflect on our vision for curriculum for Wales making sure we make sure our curriculum represents our wonderfully diverse population. We want our children to see themselves in our curriculum

We want to promote multilingualism – we know many of our pupils speak two or more languages. We need to promote and celebrate this

Last year we achieved ...

Priority 1 – To ensure universal provision meets the needs of all learners

Pupils have made good progress as identified by individual plans, trackers, assessments and discussions with staff. 95% of parents stated they were satisfied with provision for ALN in the school.

Priority 2 - To build resilience of all pupils through development of open ended learning opportunities

Assessment in learning booklet was used to target key areas for improvement and to support staff in identifying effective strategies. The triad working groups, led to more effective assessment of learning in class.

Priority 3 – To review and build on assessment in the classroom procedures and practices

Development of assessment in the classroom is in place but we recognise it is yet to be embedded and it remains too early to measure the impact of this on pupils. However, through learning walks, pupils are able to discuss their learning including next steps in making improvement.

Priority 4 – To review teaching and learning in Maths and Numeracy focusing on calculation policy

Cluster focus on understanding the principles of progression has been effective. Close working between primary and secondary to develop a shared understanding is in place. The AoLE leads will continue to meet in 23-24.

Priority 5 –To develop skills in creative arts across the curriculum embedding within the context of Curriculum for Wales

Many pupils have been given the opportunity to develop their creative thinking skills across the curriculum

This year we aim to...

Our Estyn recommendation is to secure teacher's understanding of effective classroom assessment so that they can evaluate teaching and learning in their classes and identify how to help pupils move on in their learning

As a school constantly looking to improve, we are also working on these priorities:

Priority 1 - To develop pupils' oracy into writing skills focusing on progression in skills across a range of genres.

Priority 2 - To develop a diverse curriculum that allows pupils to see themselves and their experiences represented in their learning

Priority 3 - To develop multilingualism across all year groups

Priority 4 - To develop provision for outdoor learning to improve engagement and participation in learning for all pupils

Priority 5: To ensure universal and targeted provision meets the needs of all learners

This is how we'll achieve our aims and who will help us ...

As part of our universal provision, we will use a wide range of agencies to support training of staff. These include, the educational psychologist, speech and language therapists, occupational therapists and CAMHS outreach workers

The ALNCo will ensure she is well trained and able to disseminate the training to all school staff

We will work alongside our cluster to develop our teaching and learning in humanities. This will involve humanities leaders from all schools working with officers from Partneriaeth. Our aim is to have a clear understanding of the principles in the humanities progression steps.